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ABSTRACT

The intent of the inservice teacher education program described here is to allow teachers to focus on the possibilities that literature holds as a learning tool in children's education. Children's literature is interpreted here as a teaching device that contributes to both the child's skills in English language arts and reading and to his/her development as a self. The material is arranged in a series of activities that are designed to develop specific activity-related competencies. Information is provided on the program purposes, content, activities, resources, and history of development. Ordering information and a critique are also included. (DS)

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# DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

## SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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**Title:** ENRICHING LITERATURE EXPERIENCES OF CHILDREN

**Publication Date(s):** 1975

**Intended Users:** Inservice and preservice teachers; all adults who work in an educational setting with children aged four to eight years

**Grade Level(s):** Early elementary school

**Number:** Group

**Primary Focus:** The intent of the product is to allow teachers to focus on the possibilities that literature holds as a learning tool in children's education.

***School subject(s) and/or inservice topic(s) covered:***

Children's literature is interpreted here as a teaching device which contributes to both the child's skills in English language arts and reading, and to his/her development as a "self." It emphasizes the strength of literature as a means to promoting a child's positive self-image and stresses appreciation of literature through the experiential mode.

***What participant does in using the materials:***

The material is arranged in a series of "activities," which are designed to develop specific activity-related competencies. The first task participants complete is answering the program questionnaire and pre-assessment. Participants may work independently on the learning activities, but sharing and discussion among peers is advised.

***Resources:***

Resources required for completion of this program are the 169-page booklet, Enriching Literature Experiences of Children, and children's books--as designated by the authors and selected by the participants. An instructor/coordinator would be an asset to an inservice training program designed around this material.

***Describer critique:***

The program is valuable in two capacities: it increases skill in selecting and using children's literature; and, it enthuses the participant about literature by allowing him or her the experience of reading, analyzing, and growing through it.

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ELA37 (M) developing self-concept - literature TD

# 1.0 PURPOSES:

Rationale

In presenting their rationale for the program, the developers quote Dr. Leland Jacobs, a specialist in the field of children's literature: "Give children literature," he says. The program is designed to give users competency in one method of using children's literature: story sessions in which the learners actively participate. Say the developers: "This is done with the belief that the story content plus the way it is used can aid in the enhancement of a positive self-concept."

Goals

The goals of this unit are, basically, to increase teachers' skill in selecting literature for children and in planning and implementing literature experiences for children.

Objectives

Objectives related to the two major program goals are outliend in detail at the beginning of each of the book's sections, and in general in a "Map of the Unit" provided in the book's introduction. The map lists the points which the material touches on, some of which are:

A. Increasing familiarity with children's literature,

B. Developing and using guidelines for the selection of books, and

C. Planning the story session environment.

## 2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The 169-page soft-cover Learner's Guide has a long and detailed Table of Contents. The major topics covered in the contents are listed below, though the titles of the activities which relate to each section have been omitted for lack of space:

Table of Contents

INTRODUCTION

Preface - p. 1
Overview - p. 2
Activity 1: My Own Experience with Children's Literature - p. 3
Activity 2: A Personal Experience with Literature - pp. 4-5
Map of the Unit - p. 6
Activity 3: Becoming Clear About Goals and Expectations for this Learning Unit - p. 7

PART I: SELECTING LITERATURE FOR CHILDREN

A. Increasing Familiarity with Children's Literature - pp. 11-24
B. Developing and Using Guidelines for the Selection of Books - pp. 25-54
C. Considering the Significant Factors in the Story-Reading Environment - pp. 51-54

PART II: PLANNING AND FACILITATING LITERATURE EXPERIENCES FOR CHILDREN

A. Background - pp. 56-81
B. "Literature Plus Response" Experiences for Children - pp. 82-99

Addendum - p. 99

CONCLUSION

Integration and Further Application - pp. 138-160

Additional Planning Forms - pp. 162-168

References - p. 169

Sequence

The material is intended to be used in sequence and in its entirety.

## 3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

### 3.1 Description of main inservice activities:

After completing a pre-assessment and a questionnaire, participants proceed through the sections of the book, performing the activities related to each learning unit. These involve both individual and group-related activities. In Part I users work with a range of children's books, exploring their own and other participants' reasons for including or excluding them from a hypothetical curriculum. In Part II developers state that participants "will explore: 1) (their) reasons for using literature; 2) the possibilities of literature; and 3) ways to use literature to fulfill its potential for self-enhancement in children."

### 3.2 Help given in use of product:

This is a programmed text. All directions for participants are included and users may proceed at their own pace. An instructor would be instrumental in arranging and leading group discussion.

## 4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Users take a preassessment and complete a questionnaire. Post-evaluation will consist of self-assessment (and with peers, if desired), and any instrument designed for evaluation by the instructor.

## 5.0 ORDERING INFORMATION

### 5.1 Resources required/recommended for implementing product:

Each participant will need a copy of the text, and should have access to the broad range of children's books referred to in the learning activities. Pacing and time are flexible, and will be determined by the program participants and instructor.

### 5.2 Distributor name/address:

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94013
(415) 565-3000

### 5.3 Components/approximate costs:

| Component | Purchase | Rental | No. Req. | Reusable |
|---|---|---|---|---|
| ENRICHING LITERATURE EXPERIENCES OF CHILDREN | $6.95 | no | 1/participant | yes |

Note: A microfiche of the book is available through: ERIC Document Reproduction Service
Box 190
Arlington, Virginia 22210

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# 6.0 HISTORY OF DEVELOPMENT

## 6.1 Identification of the developer:

The program was developed by Jo Ellyn Taylor and the staff of the Early Childhood Education Program of the Far West Laboratory, San Francisco, California. A profile of the author identifies her as " . . . a trainer-developer at the Far West Lab . . . (whose) major area of work is in reading/language education, emphasizing both the student and the teacher levels." Ms. Taylor has eleven years of teaching experience in grades K-3 and preschool. She also was a K-6 resource teacher.

## 6.2 How developed and when:

Enriching Literature Experiences of Children is a product of the Early Education Program of the Far West Laboratory, San Francisco, California. The Laboratory is a "public, nonprofit organization supported in part by funds from the National Institute of Education, Department of Health, Education and Welfare." The book was published in 1975.

## 6.3 Evidence of effectiveness with users:

No field test results are provided in the booklet. The introductory section of the book does acknowkedge the Responsive Follow Through Program, which " . . . advocates and implements the content and process in this unit as part of its program."

# DESCRIBER CRITIQUE

## Appropriateness / adaptability / technical quality:

The program allows users to develop in a natural manner the objective skills and strategies. It is performance-based, and should allow participants to consistently achieve the stated objectives.

Users may focus on an individualized program or a program which stresses interaction and discussion.

The book is clearly printed, attractively illustrated and well-planned. Space is provided for notes, answers, and other writing.

## Content accuracy/social fairness/community acceptance issues:

As literature is emphasized here as a personal experience, there is no didacticism present in the material. In the "Literature Plus Response" section of the book, there are guidelines given for understanding and interpreting literature. The "Author's Ratings" give a comparative analysis of certain stories, for the users' reference.

## Overall summary/comment:

One of the program's attributes is its ability to enrich the experience of literature--for both the teacher and the student. It involves the participant in the processes of reading and reflecting on literature and gives him/her guidelines for allowing literature to contribute continuously to the curriculum. The program should prove to be a valuable learning experience for those teaching young children.

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